

## LANGUAGE FOCUS AREA: PERSUADING

School:	Student:	Date:
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<b>STAGE OF SCHOOLING</b>	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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- ☐ Chooses a topic to write or draw about. B2.5
- ☐ Combines writing and drawing to create a text about a topic. B2.5
- ☐ Writes or copies well-known words or short texts B2.5
- ☐ Copies persuasive words and phrases related to a familiar topic, e.g. I think, it is a good idea. B2.8
- ☐ Asks for the English word or phrase for something and how to write it in English. B2.8
  
- ☐ Copies short texts (labels, signs, instructions, sentences) 1.9
- ☐ Uses words in first language to supplement writing. 1.10
- ☐ Writes short, repetitive, modelled persuasive statements. 1.11
- ☐ Uses drawings or illustrations to compensate for limited English vocabulary (mix writing and drawing in a text). 1.12
  
- ☐ Writes for a variety of purposes (to give information, to express opinions). 2.9
- ☐ Represents an idea in a sentence (read own writing with appropriate phrasing to indicate sentence units). 2.10
- ☐ Writes texts that show simple structure or progression (beginning and end, observation/comment, opinion/reason). 2.11
- ☐ Uses simple present or present continuous tense for a range of tenses ('Yesterday teacher talk about ...') 2.11
- ☐ Uses limited language resources to create desired effect such as repetition for emphasis or intensity ('very, very bad').
- ☐ Asks for the English word or phrase for something, ask how to spell it in English and use it in own writing. 2.12
  
- ☐ Expresses own opinion in a persuasive text. 3.9
- ☐ Gives reason to support a point of view. 3.9
- ☐ Uses some conventions for separating ideas or sections in a text (starting a new idea on a new line, starting a new line of argument in a new paragraph). 3.10
- ☐ Makes expository statements using introductory there, it (there is, there are, it has). 3.11
- ☐ Uses some modality words to express opinion, e.g. should, must. 3.11
- ☐ Uses simple time sequence markers to order arguments logically in a persuasive text. 3.11
- ☐ Uses simple phrases to express personal opinion ('I like... because... and...'; 'I think (that)...'). 3.11
  
- ☐ Supports a point of view and come to a conclusion (order sentences logically to support an argument). 4.9
- ☐ Selects appropriate emotive vocabulary to reinforce an argument. 4.10
- ☐ Previews arguments in introduction. 4.11
- ☐ Incorporate a number of identifiable stages in common text types (statement of position, arguments and elaborations, reinforcement of statement of position) 4.11
  
- ☐ Elaborates reason to support a point of view. 5.9
- ☐ Uses modality words to qualify an opinion, e.g. might, possibly. 5.11
- ☐ Uses a range of adjectival phrases, e.g. many attractive places, other dangerous people. 5.11
- ☐ Signals progress and development of arguments using appropriate linking words, e.g. however, firstly, whereas. 5.11
- ☐ Select suitable materials from a range of sources. 5.12